



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2005-06

1362 N. Casa Grande Ave., Casa Grande, AZ 85222

Casa Grande Union High School District

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

High School Achievement Profile ^(a)

2004-05	Performing
2003-04	Performing
2002-03	Alternative School

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Ms. Edna I. Morris
 Schedule : 07:00 AM to 05:00 PM
 Grades : 9-12
 2005 Enrollment : 282
 Web Address : www.cguhsd.org
 Phone Number : (520) 316-3361
 Fax Number : (520) 421-1536
 E-mail : emorris@cguhs.org

Mission

The mission of the Desert Winds High School is to provide students a second chance opportunity to complete a secondary education. Students follow a standards based curriculum and will earn a regular high school diploma upon mastery of the standards.

No Child Left Behind

Adequate Yearly Progress ^(b)

2004-05	Met
2003-04	Not Met
2002-03	Not Met

School Improvement Status ^(b)

2004-05	N/A
2003-04	N/A
2002-03	N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü The number of discipline incidences will decrease by 3% due to more interventions/referrals from staff
- ü The attendance rate will increase from 88% to 90% by May 2006
- ü The number of FFB students will decrease in reading by 10 percent, and those meeting will increase by 10 percent on the AIMS.
- ü The number of FFB students will decrease in math by 10 percent, and those meeting will increase by 10 percent on the AIMS.

Enrollment

October 1, 2004 School Year Student Enrollment : 276
 Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
 Number of Students Attending Under Open Enrollment in 2004-05 : 300

Instructional Programs

- ü Special Education Services
- ü Standards based
- ü Self-Paced
- ü Intervention/Retention Focus
- ü ELL Services
- ü Community Fridays Used for Tutoring
- ü Parent Involvement-2 Week Grade Checks
- ü Extensive Parent/Student Intake Process

Calendar Information

Number of Instruction Days :	154
Average Daily Instruction Time :	6 hours 0 minutes
First Day of School :	7/25/2005
Last Day of School :	5/23/2006

Shared Responsibilities

School

Provide a safe and orderly environment. Improve the academic achievement of all students to increase graduation rates and communicate more effectively with parents and community. Continue growth and development of a quality teaching staff. Guarantee that students will grow academically and behaviorally.

Parents

Ensure attendance every day by their students. Participate in behavioral improvement plans. Attend school functions and conferences with their student. Take a strong motivational interest in the success of their student.

Transportation Policy

All students within the district boundaries attending Desert Winds High School are eligible to participate in the transportation program. All pick up and drop off points are within one-quarter mile of the students' residences. School rules to be followed during transport. Evening drop-offs will be at the students' residences.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
ü 4 Rotary Students of the Month	2005
ü 9 Scholarships to Central Arizona College	2005
ü 25 Presidential Academic Awards	2005
ü AZLearns Performing Label and Making AYP Label	2005

Arizona's Instrument to Measure Standards (AIMS) Results 2004-05 ³

10th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	753	69846	100	100	100	664	678	699	59	35	21	10	15	11	31	42	49	0	8	18
All Students (Prior Year)	65	645	65934	100	100	100	447	473	492	98	65	43	2	14	18	0	14	24	0	7	15
Female	45	384	34328	100	100	99	658	682	702	69	33	19	13	15	12	19	42	51	0	9	18
Male	32	369	35509	100	100	100	671	673	696	46	37	23	8	15	11	46	42	48	0	7	18
African American	NC	46	3535	NC	100	100	NC	653	677	NC	45	31	NC	13	15	NC	38	46	NC	5	8
Hispanic	34	322	23363	100	100	100	654	670	680	77	37	32	8	20	16	15	39	45	0	5	7
Asian/Pacific Islander	--	NC	1742	--	NC	99	--	NC	733	--	NC	8	--	NC	7	--	NC	46	--	NC	38
American Indian/Alaskan Native	20	81	4785	100	100	100	670	657	671	38	59	39	25	16	17	38	24	39	0	2	5
White	19	300	36421	100	100	99	671	694	714	57	26	12	0	10	8	43	50	54	0	13	26
Students with Disabilities	NC	99	7690	NC	100	100	NC	582	593	NC	76	64	NC	13	14	NC	11	21	NC	0	2
Students without Disabilities	70	654	62220	100	100	99	669	693	712	52	29	16	12	15	11	36	47	53	0	9	20
Limited English Proficient Students	NC	75	5834	NC	100	100	NC	614	612	NC	48	46	NC	20	20	NC	28	31	NC	5	3
Migrant Students	--	NC	117	--	NC	NA	--	NC	677	--	NC	44	--	NC	18	--	NC	35	--	NC	3
Economically Disadvantaged	12	302	21421	35	100	92	656	677	686	67	43	35	33	14	15	0	40	43	0	4	7
Non-Economically Disadvantaged	65	451	48489	100	100	100	666	678	704	57	29	15	4	16	10	39	44	52	0	11	23

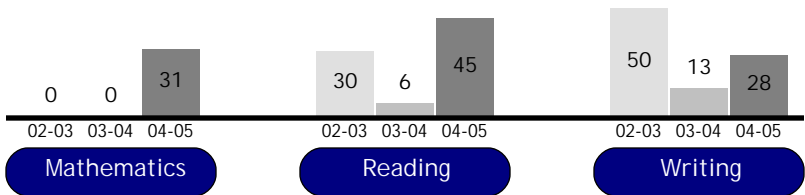
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	77	658	71311	100	100	100	648	675	694	39	14	7	15	27	21	45	54	63	0	6	9
All Students (Prior Year)	67	690	68162	100	100	100	454	490	509	72	29	18	22	31	24	6	37	51	0	2	8
Female	44	329	34899	100	100	100	657	686	700	28	9	5	17	25	19	56	58	66	0	7	10
Male	33	329	36430	100	100	100	638	664	688	53	18	9	13	28	22	33	49	61	0	4	8
African American	NC	33	3573	NC	100	100	NC	638	676	NC	29	9	NC	32	26	NC	36	60	NC	4	4
Hispanic	38	289	24056	100	100	100	634	661	672	50	16	13	25	32	31	25	50	53	0	2	3
Asian/Pacific Islander	--	NC	1731	--	NC	98	--	NC	717	--	NC	3	--	NC	13	--	NC	68	--	NC	16
American Indian/Alaskan Native	19	77	5110	100	100	100	657	658	661	27	21	14	9	30	38	64	48	46	0	2	2
White	17	256	36841	100	100	99	668	699	713	40	8	3	0	19	12	60	62	72	0	11	13
Students with Disabilities	NC	94	8021	NC	100	100	NC	570	590	NC	39	27	NC	44	42	NC	15	29	NC	1	1
Students without Disabilities	69	564	63379	100	100	100	652	693	707	33	9	5	17	24	18	50	60	68	0	7	10
Limited English Proficient Students	NC	76	6402	NC	100	100	NC	620	596	NC	18	25	NC	37	44	NC	41	30	NC	4	1
Migrant Students	--	NC	548	--	NC	NA	--	NC	659	--	NC	26	--	NC	36	--	NC	38	--	NC	0
Economically Disadvantaged	19	266	22243	59	100	93	640	671	677	38	17	14	25	34	32	38	47	51	0	2	3
Non-Economically Disadvantaged	58	392	49157	100	100	100	651	677	702	40	12	4	12	21	16	48	59	69	0	9	11

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	75	655	70868	100	100	100	645	662	688	28	10	5	44	38	23	28	47	63	0	5	9
All Students (Prior Year)	54	671	67629	100	100	100	435	507	524	63	27	22	24	21	16	13	51	59	0	1	3
Female	45	327	34710	100	100	99	660	676	697	16	7	3	47	36	19	37	49	66	0	8	12
Male	30	328	36176	100	100	100	623	649	678	46	13	7	38	41	27	15	44	59	0	2	7
African American	NC	33	3557	NC	100	99	NC	626	675	NC	32	7	NC	39	25	NC	21	62	NC	7	6
Hispanic	37	289	23868	100	100	100	633	651	670	40	10	9	33	44	33	27	44	55	0	2	4
Asian/Pacific Islander	--	NC	1732	--	NC	98	--	NC	713	--	NC	2	--	NC	12	--	NC	64	--	NC	22
American Indian/Alaskan Native	18	73	5001	100	100	100	659	654	661	18	12	9	45	45	41	36	43	48	0	0	2
White	17	257	36710	100	100	99	651	681	702	20	6	2	60	30	15	20	54	69	0	10	13
Students with Disabilities	NC	94	7900	NC	100	100	NC	544	580	NC	39	22	NC	52	49	NC	10	28	NC	0	1
Students without Disabilities	66	561	63054	100	100	99	650	682	701	21	5	3	48	36	20	31	53	67	0	6	10
Limited English Proficient Students	NC	74	6308	NC	100	100	NC	605	591	NC	12	19	NC	52	47	NC	34	33	NC	2	1
Migrant Students	--	NC	540	--	NC	NA	--	NC	658	--	NC	16	--	NC	42	--	NC	41	--	NC	1
Economically Disadvantaged	19	265	21994	59	100	92	632	663	673	38	14	10	38	43	36	25	42	52	0	2	3
Non-Economically Disadvantaged	56	390	48960	100	100	100	649	662	694	25	8	3	46	35	18	29	50	67	0	7	12

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

10th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Not Evaluated
	Met Graduation Rate?	Y
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2002-2003 (SAT9)				2003-2004 (SAT9)				2004-2005 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
9	Reading	98	19	33	41	73	18	NA	42	29	35	47	51
	Language	98	18	32	42	73	10	29	42	29	32	45	50
	Mathematics	98	33	46	60	73	25	47	63	29	24	43	50

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Desert Winds High School

School Site Council

Council Composition

School Administrator(s)	Ü
Non-certified Employee(s)	Ü
Teacher(s)	Ü
Parent(s)	Ü
Community Member(s)	Ü
Student(s)	Ü

Council Duties

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	22.00
Other Professional Staff	2.00	Teacher Aide	1.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	3	3	1	0
4 to 6 years	2	3	0	0
7 to 9 years	0	1	0	0
10 or more years	3	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	36
Teachers with Emergency Certificaton.	3
Percent of teachers in the school with Emergency/Provisional Certification	13%
Percent of core classes not taught by Hightly Qualified Teachers	8%

Resources Available at School Site

Special Facilities

Ü 2/30-Station Computer Labs with Internet	Ü 1/18 Station Computer Lab
Ü All Classrooms Equipped with Technology	Ü Reading Room

Extracurricular Activities

Social Services

Ü Crisis Intervention	Ü Intervention Services
Ü Vocational Assessment	Ü Homebound Services
Ü Counseling Services	Ü Home Visits to Students and Families
Ü Career Counseling/Scholarship Search	Ü Community Instruction

Indicators of Success Based on Historical Data from 2004-05

School Achievements/Accomplishments 2004-05

- ü The number of discipline incidences decreased due to staff being more aware of the intervention/prevention process at DWHS-see results on the school safety report via ADE.
- ü Attendance rate did not increase due to the number of student absences increase. We will work toward achieving the attendance rate to 90% with rigorous and mandatory parent/student meetings to ensure students are attending school everyday.
- ü Reading scores on the AIMS have improved over last year by 31%, making AYP for Reading
- ü Math scores on AIMS have increase over the past year by 45%, making AYP for Math

Student Activity Rates for School Year 2004-05

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	87	95	94	95
Transfers Out Rates ⁵	79	12	12	17
Transfers In Rate ⁶	507	28	28	37
Stability Rate ⁷	20	87	87	82
Promotion Rate ⁸	0	96	95	81
Retention Rate ⁹	28	1	1	3
Dropout Rate ¹⁰	37	0	1	6
Status Unknown ¹¹	28	0	1	4
Graduation Rate ¹²	67	NA	NA	79

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

Desert Winds High School is a safe and orderly school. The school operates on an intervention-retention model. Students who attend sign a behavioral and academic contract which includes extensive parental involvement. We use a complete crisis plan. Consequences include adherence to a dress code. Other consequences are targeted such as suspension from the bus, or loss of internet useage. Our school resource officer teaches a law related education course.

Total number of incidents that occurred on the school grounds for school year 2004-05 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

43

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Edna Morris	(520) 316-3361
Transportation Policy	Donna Foster	(520) 316-3303
Community Resources	Ray Marin	(520) 316-3361
School Nutrition Programs	Rolando Hernandez	(520) 316-3380
Parent Organization		
Student Health/Nurse	Roseann Horn	(520) 316-3361

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Transfers Out: the rate at which students transfer out of a particular school relative to the school's original enrollment for a given school year.

6 Transfers In: the rate at which students transfer into a particular school relative to the school's original enrollment for a given school year.

7 Stability (s): the rate at which students starting the year at a particular school remain enrolled in that particular school until the end of a given school year.

8 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

9 Retention Rate: Percentage of students retained at the end of the 2004-05 school year.

10 Dropout Rate: Percentage of students counted as withdrawn due to chronic illness, expulsion or dropping out during the 2004-05 school year, to include activity during the summer of 2004. This rate includes students who were withdrawn after 10 consecutive days of unexcused absences or were coded by the school as "status unknown." The Promotion Rate, Retention Rate and Dropout Rate may not add to 100% due to the inclusion of summer activity in the Dropout Rate but not in the Promotion Rate and Retention Rate. For more information on the dropout rate study see our website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

11 Annual Status Unknown: Percentage of students unaccounted for by any method during the 2004-05 school year. Annual status unknown students are not necessarily dropouts. For more information on status unknown, see our dropout rate study website at <http://www.ade.az.gov/researchpolicy/DropoutInfo/>

12 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

Printed in Phoenix, Arizona, by the Arizona Department of Education. December 2005

Total cost of printing: 12 Pages X .0318 Per page X 0 Copies = \$0.00

** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.